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ABSTRACT

To determine the needs of Spanish-speaking students with limited English-speaking ability who are enrolled in all levels of vocational education, a series of three workshops were conducted to assess the vocational education needs of Mexican Americans and Puerto Ricans and to identify the commonalities and divergencies of the needs resulting from the assessments. Participants in the workshops, which were conducted in the southwestern and eastern parts of the country, included representatives from the Spanish-speaking American vocational education community, state decision makers, and vocational educators concerned with attracting Spanish-speaking Americans into vocational education. The findings of all three workshops were analyzed and synthesized by a representative task force, and a state of the art report was prepared. The thirty-one recommendations derived from the synthesis focused on three basic components of an effective plan of action (recruitment, program development, and personnel development). These recommendations were presented to state and federal agencies concerned with vocational education in hopes that the recommendations would be implemented in a plan of action. (BM)

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EPDA
FINAL REPORT

N.J. 553-76-2 NP-5

1. Title - National Workshop to Increase Spanish Speaking American Participation in Vocational Education at All Levels

2. Agency/Institution - Kean College of New Jersey

3. Date Project Completed - September 1, 1976

4. Approved Budget and Actual Costs

Line Item	Part F Funds	Actual Costs
Salaries	$ 9,945*	$ 5,158.50
Travel	9,000	8,378.03
Supplies	4,500	1,758.54
Consultants	16,555	17,666.93
TOTAL	$40,000	$32,962.00

*Includes fringe benefits

5. Cite State's Priority Project was Designed to Meet

Division of Vocational Education, New Jersey Department of Education response to national priority.

6. Strategies (Training Activities)

Project Goals

a. Established expertise and leadership in increasing Spanish-Speaking American participation in Vocational Education at all levels in states with significant populations of Spanish-Speaking Americans.

b. Identified successes and failures in attracting Spanish-speaking Americans into vocational education at all levels.

c. Developed a sequential plan for attracting Spanish-speaking Americans into vocational education at all levels.

Project Objectives

a. Enabled each state with significant populations of Spanish-speaking Americans to commit leadership (expertise) at various levels in vocational education.

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b. Enabled states with significant populations to implement a sequential plan for attracting Spanish-speaking Americans into vocational education at all levels.

c. Enabled appropriate states to include state governmental agencies (Department of Labor, Rehabiliation, Welfare, Social Agencies, etc.) in maintaining their efforts.

d. Enabled institutions (universities and colleges) to incorporate strategies in their pre-service and in-service programs for the development of vocational education leadership.

7. Types of Participants Served and Criteria Used for Their Selection

a. Dr. Billy Pope was identified as Co-director for the Southwestern portion of the United States and Dr. Glenn Thatcher was identified as Director of the Eastern portion of the United States. It should be noted that the Southwest dealt primarily with the Mexican-American population and the East addressed its activities to the Puerto Rican population.

b. Each of the Directors (Southwest and East) identified members for a planning committee. Each of these planning committees included representation from those states with significant population of Spanish speaking Americans. Members from each state involved:

(1) Representation from the Spanish-speaking American Vocational education community.
(2) State decision makers.
(3) Vocational educators concerned with attracting Spanish-speaking Americans into vocational education.

8. Evaluation Procedures Used

This report describes the recommendations of each of the workshops individually and summarizes the outcomes. These recommendations are made to the U.S. Office of Education in the expectation that there will be a reflection found in both the policies set forth by the Office of Education and in the legislation recommended for addressing the critical needs of the Spanish-speaking student.

The participants from all three workshops included State level vocational education decision makers, coordinators of personnel development, and coordinator of bilingual education. Local schools were represented by administrators, instructors, and guidance personnel. Some participants

were experts in vocationa or bilingual education at institutions of higher education. Resource persons included a number of Spanish-speaking individuals concerned with improving vocational education for the Spanish-speaking population. This broad based representation was a crucial factor in the development of this State of the Art report.

The findings of all three workshops were reviewed, analyzed, and synthesized by a representative task force in Richardson, Texas, on March 29-31. We believe that this report provides challenges in a positive direction which will truly meet the vocational education needs of the Spanish-speaking student including those students with limited English-speaking ability. In the rationale, the parameters resulting from the assessment of the needs in the first two workshops are described. It was a consensus of all participants that there needs to be a plan of action for implementing the recommendations at both the State and Federal levels. The three basic components needed in an effective plan are recruitment, programs, and personnel development.

9. Actual and/or Expected Impact on the Educational Delivery System of New Jersey

(See Attached Recommendations)

10. Materials Developed Through this Project

(None Produced)

RECOMMENDATIONS

As a result of the activities of this workshop 31 recommendations were established directed toward areas of Recruitment (students, vocational education personnel and community resources) and Programs. These recommendations are as follows:

Recruitment

Student Related

1. Teachers and guidance counselors should obtain special training in the identification and assessment of individual needs of students with limited English abilities.
2. Development of mass media and community public relations incorporating a positive image of potential career opportunities for ethnic minority students through vocational-technical training. This should be disseminated throughout the elementary, secondary, and post-secondary schools and community, and should be directed at inschool and out-of-school youth and adults.
3. Development and training of placement and other pupil services personnel who are sensitive to the needs of students with limited English abilities or those who are Spanish speaking.

Vocational Education Personnel Related

4. Teachers and other school personnel should receive special training to expand present competencies to include bilingual program concepts, and to become conversant in Spanish.

5. Encourage entry of bilingual craftsmen, technicians, and professionals into the education and training system.

6. Post available instructional vacancies in various community centers encouraging craftsmen, technicians, and professionals with bilingual skills to apply.

7. Educational grants or loans should be made available to identified bilingual individuals who offer the potential of becoming a vocational education professional.

8. Special bilingual and ESL courses should be offered to college and university students pursuing professional teaching careers.

9. As an intermediate step in the improvement of current vocational programs, bilingual instructional aides should be used until instructors are bilingually and biculturally qualified.

Community Resources Related

10. Encourage the development and operation of community committees for the recruitment of students, teachers, and other school staff. Committees should be representative of the community and include Spanish-speaking individuals.

11. Existing vocational advisory committees should include members of the community whose first language is other than English.

12. Identification of success role models (community individuals) who should be encouraged to visit schools and be available as resource persons in the schools.

Programs

13. Funding must be made available for needed development of instructional materials designed to meet the special and unique education and training needs of students with limited English-speaking abilities.

14. Available materials and those to be developed should be infused into various State and National curricula networks assuring the availability and dissemination of these materials into geographical areas of need.

15. Utilization of successful bilingual/bicultural program concepts including ESL in the future development of instructional materials for persons of limited English-speaking abilities and the Spanish-speaking students.

16. Development of teacher training curricula to prepare and assist aides, teachers, guidance counselors, supervisors, and administrators in the concepts of bilingual/bicultural vocational education and emphasizing program coordination between academic and vocational programs.

17. Development of evaluation instruments designed to assess student progress.

18. Development of instructional options such as: mini-vocational training programs which are concentraced and directed toward identifiable man-power need areas, expanded cooperative training programs, work-study programs, and others.

19. Encourage the exchange of educators and business/industry/commercial enterprises to update training concepts and expose various sectors of the community to bilingual vocational training programs.

20. Provide a variety of options to meet the unique needs of limited English-speaking ability such as:

    a) individualized, criterion-referenced, performance-based instructional materials

    b) pre- and post-test instruments in modular structure materials

    c) mass media and public relations materials

    d) development of evaluation instruments

    e) research and development in current occupational areas

f) development and validation of materials on a regional basis

g) development and dissemination of inservice materials for teaching, placement, guidance, and other pupil personnel services

h) implementation components which take into consideration urban, rural, and inner city needs.

21. Develop, field test, and disseminate materials for training programs for vocational personnel.

22. Institutionalize effective components of the training program for the personnel through multi-year funding.

23. Assist the instructor-candidates by providing funds for payment of in-service instructional expenses and college credit for participation in inservice programs.

24. Develop a multi-faceted plan of action to be implemented to meet the personnel needs which requires involvement of various segments of society, universities and colleges preparing vocational education teachers, industry/business/labor community, local school districts, and persons of limited English-speaking ability.

25. Provide inservice programs for decision makers.

26. Provide inservice programs for personnel responsible for guidance, counseling, and placement activities.

27. Provide inservice training for curriculum specialists.

28. Provide teacher exchange-internship to develop an intercultural understanding.

29. Provide courses in multicultural education.

30. Consolidate highly successful teacher training activities that are meeting the needs of competent personnel in vocational education programs.

31. Provide funding to compile and disseminate inservice activities and materials which have been proven successful so that they can be utilized by those entering into inservice training.

Bilingual Vocational Education

national workshop to increase
spanish speaking american participation
in vocational education at all levels

sponsored by
educational professional development act

Project Director's Comment

It appears that there is a direct relationship between a nation's commitment to educate its people and its ability to contribute to the world.

Glenn M. Thatcher
Associate Professor
Kean College of New Jersey

PREFACE

A concern for the development of directions for meeting the needs of Spanish-speaking students with limited English-speaking ability in vocational education at all levels was evident as early as 1967. This concern was reflected in the Title XII, Section 701-708 amendment to the Elementary and Secondary Education Act of 1965 (P.L. 89-10) which was enacted on January 2, 1968. Further evidence of this concern was provided in Title I of the Education Amendments of 1974 (P.L. 93-380).

This Federal legislative concern encouraged States with large student populations with a primary language other than English to expand their bilingual offerings through local State legislation. An example of this type of activity is the Chapter 197 Laws enacted on January 8, 1975, by the New Jersey Senate #811. This particular Act provided for bilingual education programs in the public schools of New Jersey.

A study of existing bilingual education legislation indicates the following:

1) Limited funds are available to stimulate bilingual education for students in the public schools whose primary language is Spanish.

2) Of the funds that are available, a small percentage is allocated for vocational education at any specific level.

3) Little if any funding has been made available to research the type of bilingual education that would best meet the needs of the Spanish-speaking student with limited English-speaking ability.

As one result of this legislative emphasis, the New Jersey Division of Vocational Education responded to the National priority identified by the Office of Education's Vocational Education Personnel Development staff. This priority was focused on the need to increase the participation of the Spanish speaking in vocational education at all levels. The New Jersey application for Federal assistance under the authority of the Education Professions Development Act, Part F, Section 553 to sponsor a project addressed to this priority was approved.

This report describes the recommendations of each of the workshops individually and summarizes the outcomes. These recommendations are made to the U.S. Office of Education in the expectation that there will be a reflection found in both the policies set forth by the Office of Education and in the legislation recommended for addressing the critical needs of the Spanish-speaking student.

The participants from all three workshops included State level vocational education decision makers, coordinators of personnel development, and coordinators of bilingual education. Local schools were represented by administrators, instructors, and guidance personnel. Some participants were experts in vocational or bilingual education at institutions of higher education. Resource persons included a number of Spanish-speaking individuals concerned with improving vocational education for the Spanish-speaking population. This broad based representation was a crucial factor in the development of this State of the Art report.

The findings of all three workshops were reviewed, analyzed, and synthesized by a representative task force in Richardson, Texas, on March 29-31.

We believe that this report provides challenges in a positive direction which will truly meet the vocational education needs of the Spanish-speaking student including those students with limited English-speaking ability. In the rationale, the parameters resulting from the assessment of the needs in the first two workshops are described. It was a consensus of all participants that there needs to be a plan of action for implementing the recommendations at both the State and Federal levels. The three basic components needed in an effective plan are recruitment, programs, and personnel development. The recommendations for implementing these components in a plan of action are described in a subsequent section on each component. The final section is the summary and the call to action at the State and Federal levels.

Glenn M. Thatcher
Project Director

Billy Pope
Project Co-Director

RATIONALE

The Spanish-speaking population in our country represents the nation's second largest ethnic minority. As of March, 1975, there were about 11.2 million people of Spanish-speaking origin in the United States. This constitutes 5.3 percent of the total U.S. population. These people had several points of origin:

6.69 Million were of Mexican origin

1.67 Million of Puerto Rican origin

.743 Million of Cuban origin

.671 Million of Central/South American origin

1.418 Million other Spanish origin.[1]

Perhaps more significant is the current rapid rate of population growth of this ethnic classification. The Spanish-speaking population is growing at a greater rate than any other ethnic group. To a large extent, this population group is composed of young people. Thirteen percent of whom were under five years of age with only 4 percent over 65. In the general population only 8 percent are under five, while 10 percent are over 65. This means that they will be making increasing demands on our educational systems.[2]

In all major cities of the continental United States there is a heavy impact of Spanish-speaking individuals who lack the skills that are developed

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[1]Bureau of Census (Advance Report). Breakdown of Place of Origin, C56.218: March 1975, p. 2.

[2]Bureau of Census (Advance Report). Population Characteristics, C56.218: March 1975, p. 4.

through vocational and technical education, therefore limiting them to a substandard living as well as limited job opportunities.

Of Spanish-surnamed males, 7 percent are employed in professional and technical fields compared to 14 percent of the total number of males in the general population so employed. Fifty-six percent of the males over 16 years of age of Spanish origin work in blue collar jobs. Eleven percent of the males of Mexican origin work as farm laborers.[3]

The median income in 1973 of families with a Spanish-surnamed head was $8,720; for all families, it was $12,050. While 36 percent of the families in the U.S. had incomes over $15,000, only one-half (18 percent) of the Spanish origin families had such an income. Roughly one out of every five families of Spanish origin is below the low income level. Seventy-three percent of those families of Spanish origin in the low income bracket were headed by a person who was not a high school graduate.[4]

The Spanish speaking also have one of the highest unemployment rates in the Nation. This high unemployment ratio causes a severe strain on the economy of the Nation and a severe economic problem at all levels of local government.

Compared to the population as a whole, a higher percentage of the Spanish-speaking Americans hold menial and low-paying jobs. Conversely, there are fewer professionally trained Spanish-speaking individuals and fewer who are holding professional and managerial jobs than the relative size of their population would indicate. As an example, in the 1970 census, the

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[3]Bureau of Census (Advance Report). Number of Men in Blue Collar and Farm Workers, C56.218: March 1975, Table 5, p. 5.

[4]Ibid. Tables six and seven, p. 6.

five states of the Greater Southwest (Arizona, California, Colorado, New Mexico, and Texas) had a Spanish-origin population of 4,667,975 out of a total population of 36,146,872. The total number of employed men 16 years old and above was 923,201, of which only 58,999 were working in professional and technical areas while 711,224 were employed as craftsmen, operatives, nonfarm laborers, farm laborers and in household and nonhousehold service areas. A similar situation prevails in the Northeast where the Spanish-speaking population is denied entry into diversified occupational fields other than menial labor because of their lack of occupational training. Many of the Spanish speaking find employment in the hotel/motel industry as dishwashers, busboys, elevator operators, janitors, maids, and other related jobs requiring unskilled labor. This problem of high underemployment and unemployment is due primarily to a lack of vocational skills.[5]

To alleviate the nation's more serious problems created by unemployment, underemployment, ignorance, welfare, and physical and mental health problems, education is generally accepted as the best vehicle. It becomes evident that the existing programs are not serving the needs of Spanish-speaking individuals although there appears to be a sufficient number of local educational agencies with vocational training programs.

Additionally, disparity exists between the number of students and the number of classroom teachers of Spanish-speaking origin. The following table illustrates that there are smaller percentages of Spanish-speaking origin classroom teachers than there are Spanish-speaking origin students.

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[5] Ibid. Table eight, p. 6.

Number of Spanish-origin Students and Classroom Teachers and the Percent of Total Number of Students and Classroom Teachers in Selected States.

Selected States	Number of Students	Percent of Total	Number of Classroom Teachers	Percent of Total
Arizona	77,428	19.5	815	4.9
California	703,794	16.5	4,947	2.9
Colorado	69,775	13.7	623	2.9
Florida	80,099	5.4	1,137	1.8
Georgia	1,417	0.1	43	0.1
Illinois	83,701	3.8	496	0.5
Michigan	29,315	1.5	268	0.3
New Jersey	73,202	5.1	548	0.8
New Mexico	101,463	39.7	1,929	18.0
New York	330,477	5.1	1,659	1.0
Texas	540,153	22.6	7,095	6.5

[a]Calculated from: Department of Health Education and Welfare, Office of Civil Rights, Directory of Public Elementary and Secondary Schools in Selected Districts - Enrollment and Staff by Racial/Ethnic Groups. Government Document HE. 38-972, p. vii.

[b]Ibid. Student Enrollment by Ethnic Group. p. X.

Considering the importance of the teacher as a role model, the preceding table identifies one of the motivation problems facing students of Spanish-speaking origin. Another aspect which is critically important to vocational education is identified by the following table:

Number of Males (18 and over) Finishing Vocational Education Courses by Spanish-speaking, Total, and Black Populations

Selected States	Spanish-Speaking Males	Percent Finished	Total Males	Percent Finished	Black Males	Percent Finished
Arizona	12,509	17.7	174,554	32.2	4,438	30.9
California	155,959	24.4	2,226,365	34.6	131,717	33.5
Colorado	12,454	21.9	218,523	31.5	7,256	36.0
Florida	35,385	28.3	706,676	32.2	52,252	19.5
Georgia	3,469	26.4	310,867	22.3	46,612	16.6
Illinois	23,261	21.0	1,030,466	29.8	97,360	26.4
Michigan	9,106	21.9	782,248	29.1	68,743	25.5
New Jersey	17,976	22.3	702,580	31.3	59,086	29.7
New Mexico	13,952	18.1	79,154	26.9	1,373	25.7
New York	75,134	20.9	1,657,498	24.0	161,954	28.2
Texas	81,002	17.7	932,269	27.1	85,009	22.4

[c]Calculated from: Detailed Characteristics 1970 Census of Population Table 149 in each State Volumn: Arizona D4, California D6-section 1, Colorado D7, Florida D11, Georgia D12, Illinois C3.223 8:970/D1S, Michigan D24, New Jersey D32, New Mexico D8, New York D34, Texas C3.223/ 8:970/D4S/6 sec.

In each case the percentage of Spanish-surnamed males 18 years of age and over who have completed a vocational course runs significantly behind the percentage of males in the general population who have completed such courses. Further, it frequently lags behind the percentage of Black males, members of another minority group, who have completed vocational courses. Outside the South, in each instance a high proportion of Black

males than Spanish-speaking origin males completes vocational courses.

There are differences between States, and even within States, which make it necessary to develop programs for different situations in each community or each specific area in the country. However, there are specific problems encountered along the United States-Mexico border that need to be handled completely different from those encountered in other areas. The proximity of Mexico along with the daily influx of new immigrants from Mexico reinforces the use of Spanish. The border areas need a program aimed at the immigrant from Mexico as well as for the indigenous Spanish-speaking student.

The educational problems of Spanish-speaking individuals are most acute in those United States schools closest to the Mexican border. These educational problems are characterized by limited basic English skills, high dropout rates, etc. Oftentimes, educational programs for the disadvantaged have had a limited effect on these problems due to the lack of language facility and cultural differences.

As the proximity to the United States/Mexico border decreases, the educational problems become more diversified and in many cases more intensified. The strong familial ties of the Spanish-speaking enclaves are resistant to travel to other areas where jobs are available. For example, in northern New Mexico a student with such ties is 'handicapped' by vocational programs for which there is no local placement. There is a need to design vocational programs for the Spanish-speaking student who desires to stay in the local area. Certainly problems intensify when vocational programs do not result in job placement. The need to find

employment for the Spanish speaker once taught a saleable skill is a very real problem in rural areas of Texas and major portions of New Mexico. In many cases the vocational-technical programs are a product of labor exportation instead of meeting the needs of the local community or area.

The Puerto Rican arriving in the cities of the Northeast comes with a limited English-speaking ability as well as a lack of necessary skills to obtain and hold a job in an occupational or technical field. A great number of Puerto Ricans migrated to the mainland with the intention of remaining for a short time. For this reason, the long-term vocational education programs have little appeal. In reality, these migrating individuals remain for a long period of time forced into the unskilled labor market, or the unemployment, and/or welfare lines.

Lack of interest at the junior and senior high school level causes many mainland Puerto Rican students to drop out of school. For example, of all Puerto Ricans 25 years of age or older in New York, 87 percent have dropped out before completing high school. These students leave school academically and vocationally unprepared to face the realities of the job market. The job opportunities that are available to them are very menial. Therefore, schools must offer programs that will motivate the Puerto Rican students to remain in school and develop saleable skills. Through these programs, the Puerto Rican students will acquire the necessary skills needed to obtain and hold a job and at the same time receive a high school diploma that would enable them to further their education if they so desire.

Three major target inschool and out-of-school groups have been identified including youth and adults who are:

1) Immigrants from Mexico and migrants from Puerto Rico,

2) Dropouts caused through failure of the education system, or

3) Inschool youth with handicapping conditions complicated by limited English-speaking ability.

The problem of accelerating the above groups into the mainstream of economic activity is a national one with international implications. The diversity and degree of assimilation varies among the areas of the country, but at the same time this diversity becomes a catalyst for unification.

Given the present bilingual/bicultural state of the art, it has become imperative to address the specific problems of the Spanish-speaking individuals. There are Federal and State programs available whose objective is to solve these special problems; but there is little focus on vocational education.

The initial planning for this project was centered around the needs of the large Puerto Rican population concentrated within the mainland portion (New Jersey and New York) of USOE Region II. The proposal also recognized that, since a national need had been identified by USOE, there was need to focus on the needs of at least one other Region. Office of Education Region VI (Dallas, Texas) was identified as the Region to join with Region II. This Region included Texas with its large indigenous and immigrant Spanish-speaking population, New Mexico with a large indigenous population, and Oklahoma with an increased population due to migratory trends.

The proposers recognized from the outset that there are significant populations of Spanish-speaking in other States and Regions within the continental United States. With limited funds and a responsibility for meeting the specific needs of New Jersey, it was decided that including the two largest States along with New Mexico and Puerto Rico would give a wide enough base to develop a meaningful outcome for New Jersey and to meet the national need.

The design of the project included three major components phased in such a way that a useful State of the Art document would result. This three-phased approach included:

1) An assessment of the vocational education needs of the Mexican-American completed by a workshop in Arlington (Texas) October 22, 23, and 24.

2) An assessment of the vocational education needs of the Puerto Ricans completed by a workshop in San Juan (Puerto Rico) November 11, 12, 13, and 14.

3) An identification of the commonalities and divergencies of need resulting from the two previous assessments completed by a workshop in Cherry Hill (New Jersey) February 4, 5, and 6 by a selected group of participants from each of the previous workshops.

These programs must be designed to work with the student population having language and cultural differences which act as a barrier to receiving a high quality education including necessary saleable job skills. This problem is critical due to the large numbers of Spanish-speaking individuals increased daily by the heavy influx of new immigrants from Mexico and by migrants from Puerto Rico into the continental United States. However, without some coordinated effort, the success of the educational experience will be minimal. A concerted effort is necessary in order to have both short- and long-term results which are effective.

New instructional strategies must be developed to reflect these needs at once. The specific barriers to effective vocational education programs to meet the needs of the majority of Spanish-speaking students include:

- poor self-image
- lack of guidance and career awareness
- instructional materials which do not meet the needs of students
- teachers who lack an understanding of bilingual/bicultural students
- lack of coordinated programs and linkage of resources.

It is essential that a comprehensive and coordinated Plan of Action be developed, funded, and implemented by Federal and State education agencies concerned with vocational education for the Spanish speaking. The Plan of Action should also address the occupational needs of limited English-speaking populations.

The Plan should be structured to include the recruitment program and personnel development needs of the Spanish-speaking population. An effort should be made to combine and expand existing legislation and its implementation policies to reduce duplication and increase efficiency towards meeting the unique occupational needs of this significant segment of the American population. This Plan should provide for the development and implementation of vocational training and supportive activities based on research made to:

1) identify the unique vocational needs of individuals with limited English-speaking ability,

2) determine the extent to which existing vocational programs, services, and activities are meeting the vocational educational needs of individuals with limited English-speaking ability at all levels, and

3) develop strategies to encourage the Spanish-speaking individuals to participate in vocational education.

The Plan should also provide for consortia arrangements such as the consortium of border junior colleges and the consortium of states for competency-based teacher education. The consortium could include superintendents along the Texas, Arizona, New Mexico, and California borders, to be encouraged so they can have a free flow of ideas, information, materials; and these people can learn from each other so that a minimization of duplication occurs. Finally, the Plan of Action should provide for recruitment, personnel development, and program development.

RECRUITMENT

Often vocational educators located in areas of high Spanish-speaking populations are not conversant with the necessity of designing and utilizing systematic strategies to recruit students, educational personnel, and community resources. The students participating in vocational education have most often been guided to vocational education by the 'buddy' system or by counseling staff based on either academic failure or class disruptiveness. If a peer group or parents are not knowledgeable about vocational programs, a student may not know about the benefit of a vocational program when a 'buddy' system operates. A counse'or's use of disruptiveness or failure as a justification for assigning a student to a vocational program causes students, parents, and the community to identify vocational programs as another tracking device for constraining minority group advancement. In the report of the National Advisory Council for the Education Professions, VOCATIONAL EDUCATION PRIORITIES FOR THE SEVENTIES, Rupert Evans identified the 'buddy' system as the primary mode for securing vocational personnel. Although vocational programs by tradition have advisory groups, many are per forma in nature and not utilized as a strategy for active recruitment of community resources, expertise, and placement sites.

In the following paragraphs, these three components of an acceptable recruitment strategy in a Plan of Action are identified. Additionally, recommendations are made for instituting successful strategies in each of the three areas.

Students. Students with limited English-speaking abilities among the Spanish-speaking are often enrolled in regular vocational programs or more probably in special programs for the educationally disadvantaged at the high school level, but with little chance to survive. These programs can be effective for the English-speaking student, but most fail to meet the needs of limited English-speaking ability students due to instructional communication problems. These students tend to become frustrated in an educational system which does not meet their economic need to acquire saleable job skills.

The retention rate of limited English-speaking students in many school districts across the country, is significantly low. The record indicates the failure to motivate and hold these students through high school graduation. The dropout rate is probably significant particularly at the ninth grade level; however, many reports are statistically invalid due to transitory populations. The retention rate compares the number of students entering school at the early elementary levels to those exiting in the twelfth grade. A comparison of this kind of retention rate for the Spanish speaking to the total population presents a very dismal picture.

The recommendations for strategies which should be included in the Plan of Action on recruitment of students are:

Recommendation #1

Teachers and guidance counselors should obtain special training in the identification and assessment of individual needs of students with limited English abilities.

Recommendation #2

Development of mass media and community public relations incorporating a positive image of potential career opportunities for ethnic minority students through vocational-technical training. This should be disseminated throughout the elementary, secondary, and post-secondary schools and community, and should be directed at inschool and out-of-school youth and adults.

Recommendation #3

Development and training of placement and other pupil services personnel who are sensitive to the needs of students with limited English abilities or those who are Spanish speaking.

Vocational education personnel. A review of employment patterns for vocational education personnel with few exceptions underscores a need for bilingual instructional personnel where there are significant Spanish-speaking populations. Teachers, guidance counselors, supervisors, administrators, and other personnel concerned with high quality vocational programs who have bicultural knowledge and bilingual skills are critical to meeting the needs of all the Spanish-speaking students, as well as those with only limited English-speaking ability.

The recommendations for strategies which should be reflected in the Plan of Action on the recruitment of vocational education personnel are:

Recommendation #4

Teachers and other school personnel should receive special training to expand present competencies to include bilingual program concepts, and to become conversant in Spanish.

Recommendation #5

Encourage entry of bilingual craftsmen, technicians, and professionals into the education and training system.

Recommendation #6

Post available instructional vacancies in various community centers encouraging craftsmen, technicians, and professionals with bilingual skills to apply.

Recommendation #7

Educational grants or loans should be made available to identified bilingual individuals who offer the potential of becoming a vocational education professional.

Recommendation #8

Special bilingual and ESL courses should be offered to college and university students pursuing professional teaching careers.

Recommendation #9

As an intermediate step in the improvement of current vocational programs, bilingual instructional aides should be used until instructors are bilingually and biculturally qualified.

Community resources. Educational agencies and institutions cannot operate in isolation. The support of the total community is necessary for the success of any vocational program. The total community includes parents, business, industry, commercial enterprises, and government. It is important that the community be brought into the instructional picture. Their support is invaluable to the establishment of positive attitudes, as a cadre of resource persons, for the recruitment of personnel, as well as for effective placement and follow-up activities. Neighborhood organizations, churches, parent groups, and others can reinforce the role of the school in the community. Advisory groups which are involved can also reinforce the role in the community. Advisory groups must work hand-in-hand with vocational educators.

All of these represent specific needs that now exist in many educational systems today. Assuredly, not all school districts have this problem. Along the East Coast, the Great Lakes, the lower Pacific Coast, and the Mexican border, there are city districts with large Spanish-speaking populations which do have these problems. These areas do have a need to concentrate on the recruitment of community resources, in order to afford every student the opportunity and promise to develop within their potential occupational competency leading to employment.

With all of these needs in mind, the following recommendations are offered:

Recommendation #10

Encourage the development and operation of community committees for the recruitment of students, teachers, and other school staff. Committees should be representative of the community and include Spanish-speaking individuals.

Recommendation #11

Existing vocational advisory committees should include members of the community whose first language is other than English.

Recommendation #12

Identification of success role models (community individuals) who should be encouraged to visit schools and be available as resource persons in the schools.

EDUCATIONAL PERSONNEL DEVELOPMENT

The all encompassing term, educational personnel development, includes not just teacher education but incorporates administration and supervision at whatever level which will enhance the vocational education programs. The teacher educator is another important group which is included under the umbrella of this term. Most of the material in this section addresses itself to the instructional level, nonetheless the skills and knowledges recommended apply equally well at all other levels. Unless there is an administrative and supervisory commitment and teacher educators who embody the bilingual/bicultural aspects needed by an effective instructor of the Spanish-speaking, long-term impact and short-term change is limited.

There are two aspects of the process of educating a teacher or other educational personnel. One is preservice, and one is inservice. For the purpose of this report, preservice education is that which is completed prior to being employed; it is a long-term educational process which institutionalizes what personnel development is needed. Inservice education is that which is received after being employed and is designed to update and/or increase the skill and capability of personnel to meet the needs of students. There are generally two facets to inservice education. One is to supply training which should have been available in preservice which is a 'band-aid' approach. The other is a systematic process for continuous updating to keep vocational training in line with current or future practices or for offering increased opportunities for other positions; it can be a long-term process of training and institutionalization.

Assumptions on which recommendations are based. In considering preservice/inservice teacher education for preparing and updating vocational education teachers of students with limited English-speaking ability, the following assumptions are promulgated about the student and the personnel responsible for the program:

a. Students of limited English-speaking ability should be encouraged to become proficient in the English language in order to promote upward economic mobility.

b. Bilingual education fosters and maximizes the student's feelings regarding his home language.

c. Students of limited English-speaking ability have a need for role-models of their own language and cultural background.

d. Students of limited English-speaking ability may have a need to become literate in their home language.

e. Vocational education programs at the secondary level should be language-barrier free as a result of current bilingual education programs operating at K-elementary levels.

f. Preservice/inservice education of instructional personnel should be expanded in order that vocational education programs involving students of limited English-speaking ability will be conducted in a bilingual mode.

g. Instructional personnel responsible for programs of occupational education involving students of limited English-speaking ability should be sensitive to the language and culture of their clientele. To this end, it is suggested that preservice include work in second language/culture/human relations areas.

Personnel selection criteria. Instructional personnel responsible for programs of occupational education involving students of limited English-speaking ability should meet the following criteria:

1) be occupationally qualified,

2) be pedagogically qualified,

3) be sensitive to clients' culture, and

4) be bilingual.

Personnel categories for designing programs. Preservice and inservice programs can be designed to better prepare current and potential personnel to meet the needs of non-English-speaking students. Educational personnel can be categorized into the following:

1) English monolingual - possess the professional and technical skills but without knowledge of the language or the culture of the Spanish-speaking community to be served.

2) English dominant - possess the professional and technical skills but with varying degrees of ability in the Spanish language and understanding the culture of the community to be served.

3) Spanish dominant - possess Spanish-speaking ability and have an understanding of the culture of the individuals to be served, who possess the professional and technical skills but varying in degrees of English language abilities.

4) Bilingual/bicultural - possess the technical and professional skills; the ability to communicate effectively through both languages and can demonstrate an understanding of both cultures.

Using the categorization format, it is possible to design instructional strategies to develop occupational, pedagogical, or human relations skills for current or potential vocational personnel, as a personnel needs assessment may determine. For example, an individual being considered for teaching auto mechanics to persons with limited English-speaking ability may currently be:

. Occupationally qualified,
. Pedagogically qualified, and
. Monolingual (English).

} Certified

PROGRAMS

Any change of program emphasis and/or direction must be reflected in the curricula for instructional planning and implementation. The special needs of the Spanish-speaking, particularly those with limited English facility, require that present and future materials be available to teachers who can review, revise and incorporate such materials into their own program to meet the needs of the Spanish-speaking students.

The basic curricular need to make vocational education programs meaningful to the Spanish-speaking is the development of instructional material which reflect the concepts of bilingual and ESL education for use in vocational programs. Present vocational-technical curricula offerings do not appear to need major content modification and change. However, supportive communication skills development is required if academic and vocational classes are to be successfully coordinated for the limited English speaking.

There is a lack of Federal and State funding for a commitment to the development of student centered bilingual/vocational curriculum materials. Most local education agencies do not have the resources to develop and deliver viable bilingual (and ESL) programs reinforcing the vocational components. Nonetheless, some local education agencies have successfully operationalized some bilingual modes. These successes should be identified and disseminated to other educators for their use. Coordinated efforts

between the academic and vocational programs are vitally needed and funding appears to be a major problem preventing this kind of curriculum development.

Vocational education programs which include students with limited English ability should be taught by instructors skilled in the bilingual/bicultural education concepts. Academic teachers of these students should be skilled in English-as-a-second-language programs. Working together and utilizing the first language of the student for basic instruction and gradually increasing their English-speaking competencies, a coordinated program can succeed where other programs have failed.

As a part of the Program component of the Plan of Action, the following recommendations are offered:

Recommendation #13

Funding must be made available for needed development of instructional materials designed to meet the special and unique education and training needs of students with limited English-speaking abilities.

Recommendation #14

Available materials and those to be developed should be infused into the various State and National curricula networks assuring the availability and dissemination of these materials into geographical areas of need.

Recommendation #15

Utilization of successful bilingual/bicultural program concepts including ESL in the future development of instructional materials for persons of limited English-speaking abilities and the Spanish-speaking students.

Recommendation #16

Development of teacher training curricula to prepare and assist aides, teachers, guidance counselors, supervisors, and administrators in the concepts of bilingual/bicultural vocational education and emphasizing program coordination between academic and vocational programs.

Recommendation #17

Development of evaluation instruments designed to assess student progress.

Recommendation #18

Development of instructional options such as: mini-vocational training programs which are concentrated and directed toward identifiable manpower need areas, expanded cooperative training programs, work-study programs, and others.

Recommendation #19

Encourage the exchange of educators and business/industry/commercial enterprises to update training concepts and expose various sectors of the community to bilingual vocational training programs.

Recommendation #20

Provide a variety of options to meet the unique needs of limited English-speaking ability such as:

a. individualized, criterion-referenced, performance-based instructional materials

b. pre- and post-test instruments in modular structure materials

c. mass media and public relations materials

d. development of evaluation instruments

e. research and development in current occupational areas

f. development and validation of materials on a regional basis

g. development and dissemination of inservice materials for teaching, placement, guidance, and other pupil personnel services

h. implementation components which take into consideration urban, rural, and inner city needs.

For this individual to meet the ideal criteria as stated previously, inservice training could be provided to enable the instructor to become bilingual/bicultural.

Based on previous stated assumptions about the limited English-speaking students, the personnel responsible for programs, and the criteria for vocational teachers the following recommendations are made:

Recommendation #21

Develop, field test, and disseminate materials for training programs for vocational personnel.

Recommendation #22

Institutionalize effective components of the training program for the personnel through multiyear funding.

Recommendation #23

Assist the instructor-candidates by providing funds for payment of inservice instructional expenses and college credit for participation in inservice programs.

Recommendation #24

Develop a multifaceted plan of action to be implemented to meet the personnel needs which requires involvement of various segments of society, universities and colleges preparing vocational education teachers, industry/businesss/labor community, local school districts, and persons of limited English-speaking ability.

Recommendation #25

Provide inservice programs for decision makers.

Recommendation #26

Provide inservice programs for personnel responsible for guidance, counseling, and placement activities.

Recommendation #27

Provide inservice training for curriculum specialists.

Recommendation #28

Provide teacher exchange-internship to develop an intercultural understanding.

Recommendation #29

Provide courses in multicultural education.

Recommendation #30

Consolidate highly successful teacher training activities that are meeting the needs of competent personnel in vocational education programs.

Recommendation #31

Provide funding to compile and disseminate inservice activities and materials which have been proven successful so that they can be utilized by those entering into inservice training.

SUMMARY

The participants of this series of workshops expressed their concern for the Spanish speaking in the 31 recommendations given in this report. These recommendations are considered basic to increasing the participation of Spanish-speaking individuals in vocational education at all levels. Each recommendation should be viewed as a vital strategy for focusing on the three requisite components of a viable Plan of Action which would express the commitment of a State to meeting the vocational education needs of all of its students whether English or Spanish speaking. The project staff and the participants also agree that, if the recommendations were implemented, the effectiveness of vocational education would be enhanced for all students.

This report is essentially a call to action. The participants are recommending that the Federal and State agencies responsible for vocational education assume a leadership role expressed in policy development and legislative emphases which clearly set forth the priority need to encourage the participation of the Spanish speaking in vocational education. Our concern is that these recommendations do not remain recommendations, but become the basic strategies in an educational process which will identify vocational education as a meaningful economic answer to the Spanish speaking in the Nation and not a way to 'fence them in' as a minority group.

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